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ABSTRACT

Included in the report of Project MODEL's final year of operation as a Federally-funded educational project is a brief description of the project and an examination of its various operational activities. The project was originally designed to test the effectiveness of a specialized form of instruction for specific groups (physically and mentally handicapped, the incarcerated, ethnic minorities, and other socioeconomically disadvantaged) and to demonstrate their instruction to agencies which serve these groups. To deliver these programs of entry-level skill training or vocational assessment and orientation, four mobile units dealing in business education, distributive education, small engine repair/auto tune-up, and vocational evaluation were utilized. An outline of the project's 10 major objectives and their status and disposition are presented. A third party evaluation was conducted to assess the productivity and effectiveness of the project in reaching and dealing with five distinct groups: corrections, retarded, handicapped, disadvantaged, and racial and ethnic minorities. The evaluation was uniformly quite favorable. A rationale for the continuation of the project's concepts and operation as a private non-profit organization are presented. Tables and charts supplement the discussion on the project's operations and activities. (Author/EC)

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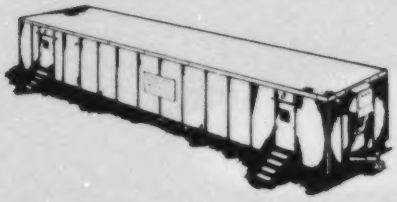

FINAL REPORT

JULY 1, 1974 to JUNE 30, 1975

2

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State Purchasing Agent

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DIVISION OF OCCUPATIONAL EDUCATION

in Cooperation with

NASHOBA VALLEY TECHNICAL HIGH SCHOOL

PROJECT #D5075

MOBILE

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FINAL REPORT

July 1, 1974 thru June 30, 1975

PROJECT MODEL
173 Chelmsford Street
Chelmsford, Massachusetts
01824

August 1975

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Letter of Transmittal

Sun Life Executive Park-Bldg. Two
100 Worcester Street
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August 20, 1975

To: Dr. Patrick J. Weagraff, Assoc. Comm. for Occ. Ed.
Mr. Thomas Lafionatis, Supt.-Dir., N.V.T.H.S.

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1 Copy to - Mrs. Amanda Houston, Director, Bureau of Special Needs

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Original Draft	- Dr. Everett R. Warzecha, Director of MODEL, Inc.

The remaining copies will remain at MODEL, inc. to be distributed at the discretion of the Executive Director.

PROJECT MODEL

FINAL REPORT

This report presents a record of Project MODEL's third and final year of operation as a federally-funded educational project. Included are a brief description of the Project and an examination of the various operational activities, components, objectives, their status and their disposition, and financial verification. This document should serve as an indicator of both the successes and difficulties encountered during the third operational year and as the final synopsis of the original goals and the degree of their attainment from the inception of the Project until its conclusion.

Also presented in this report is the rationale for the continuation of the Project's concepts and operation as a private, non-profit corporation, and a brief description of the new legal entity known as Mobile Occupational Development Education Laboratories, Inc. (MODEL, Inc.).

Any comments and/or reactions to this report should be made in writing to Dr. Everett R. Warzecha, Executive Director, Mobile Occupational Development Education Laboratories, Inc., Sun Life Executive Park, Building Two, 100 Worcester Street, Wellesley Hills, MA 02181.

Approved:

Everett R. Warzecha

Everett R. Warzecha, Ed. D.
Director, Project MODEL

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PROJECT MODEL

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INTRODUCTION

DIRECTOR'S MESSAGE

June 30, 1975, marked the closing of Project MODEL's third year of existence and the termination of its franchise as a federally-funded educational project operating with funds from PL 90-576 and under the aegis of the Division of Occupational Education, Massachusetts Department of Education. The three years of operation have witnessed a highly-successful demonstration of a unique experimental form of instruction which, facilitated by mobility, was delivered to agencies serving the handicapped and disadvantaged citizens of the Commonwealth.

Briefly, the Project was originally designed to test the effectiveness of this specialized form of instruction against specific populations groups; i.e., the physically and mentally handicapped, the incarcerated, ethnic minorities, and other socioeconomically disadvantaged, and to demonstrate this instruction to agencies which already serve these populations, rather than attempt to bring it to every handicapped or disadvantaged individual in the state. MODEL has done this by means of four mobile units -- Business Education, Distributive Education, Small Engine Repair/Auto Tune-up, and Vocational Evaluation -- which have criss-crossed the state many times over in delivering their programs of entry-level skill training or vocational assessment and orientation. From the seed of demonstration has grown the initiation of several in-house, on-going programs in various agencies and institutions, multiplying the small number of individuals served

directly by the Project into a much larger percentage which can be reached by the agencies themselves once MODEL has departed.

In addition to the 25 diversified populations and 400 students reached last year, MODEL's programs served an additional 16 agencies and 508 students during Fiscal Year 1975. As indicated in the Objectives later on in this report, not all of the students served during Fiscal Year 1975 were derived from MODEL's typical receiving agencies. Many came from five different schools in the Boston area which the Project was specifically requested to serve in an effort to fulfill one of the Massachusetts Commissioner of Education's priorities and to determine if the Project's specialized delivery system would be a useful component of the city's overall educational program, adaptable to Boston's particular needs. It was the hope of the Project staff that the exposure of Boston school populations to our alternative educational system would result in the utilization of this information when planning new school facilities or instituting new programs for both the middle and senior high school levels.

The overall success of the Project's two operational years can be ascertained in several ways. Placement figures tell a part of the story but they are the dividends incurred from a program whose focal objective was not placement but the demonstration of its instructional methods to receiving agencies in order that similar in-house programs might be instituted. As indicated in Table I there were 55 job placements directly related to the Project's interaction in the three skill-

training units. Some of these were in the actual world of employment while others, particularly in the corrections field, would be considered in-house placement within the institution itself or in a work-release program. The Vocational Evaluation unit handled the largest number of clients during Fiscal 1975 but shows no placement figures at all since that particular program is designed to assess vocational interests and abilities, as well as academic levels, and to make recommendations for vocational training and/or needed academic remedial work to help the clients reach their goals in the world of work.

Objective 9.0 in a later section of this report delineates some of the work done by MODEL in promoting continuing in-house programs for different agencies throughout the Commonwealth. Some of these programs will be run under the administrative direction of MODEL, Inc. during Fiscal 1976. As a result of the response from liaisons of agencies served by the Project during Fiscal Years 1974 and 1975 to the instruments of this year's Third Party Evaluation, it was indicated that, of those responding, 4.2% have installed similar programs; 16.7% are in the process of installing similar programs; 4.2% are considering installation of a program; 8.3% have already submitted a proposal; and 4.2% are planning their proposal. Of the remaining responses, 37.5% indicated they had no funds or facilities for installing similar programs on an in-house basis.

The more intangible results of the Project are still those which affect the individual student who is able to perform a work-related task for the first

time and realizes that there might be a place in the world of work for him/her. The sheer delight accompanying such personal accomplishment has brought real satisfaction to the MODEL staff on many occasions.

The final measure of the success of MODEL's experimental programs is the desire of the Division of Occupational Education to see the continuation of the Project's statewide delivery of its concepts and instructional methods. The institution of MODEL, Inc. as a private, non-profit corporation to carry on these activities is a "first" in the nation and will be watched by other states with similar projects in operation. Too often, once the demonstration or experimental period is over and federal funding is decreased or unavailable, mobile programs become stationary and lose their unique capability to reach students or clients outside of the educational mainstream.

So, once again, MODEL looks forward to another year, under different auspices to be sure, but with the same goal in sight -- that of bringing quality vocational assessment and skill training to the individuals it is dedicated to serve.

PROJECT DESCRIPTION

Project MODEL (Mobile Occupational Development Education Laboratories) was an experimental project of the Massachusetts State Department of Education, Division of Occupational Education, federally funded through the Vocational Amendment Act of 1968 and subsequent related legislation. It was designed to interact with very specific and special populations with whom little had been done in the past -- the handicapped and the disadvantaged. The Project offered the qualifying agencies that serve these individuals one of four fully-staffed and equipped evaluation and job training mobile units for a period of two to twelve weeks.

The occupational orientation and career development program which MODEL offered could be plugged in anywhere in the Commonwealth, and this quality of high mobility was an important asset in accomplishing the goals initially set for the Project. First, the Project offered a very specialized form of vocational instruction and evaluation. Though the four mobile units tried to reach as many and diversified receiving agencies as possible, it was not MODEL's purpose, however, to directly reach the myriad handicapped and disadvantaged individuals in the Commonwealth. Rather, it was the Project's purpose to test its specialized instruction against as many different populations as possible and, by testing, to perfect its instruction until it obtained a high degree of effectiveness with all special needs groups. By interacting with these target populations, Project MODEL hoped to encourage the receiving agencies it served to initiate

in-house, on-going programs of their own, and offered its assistance to help them do this. Thusly, the number of disadvantaged and handicapped individuals served could be multiplied far beyond the few hundred reached directly by Project MODEL.

This alternative delivery system of career development offered students the opportunity to discover untapped interests and develop tangible occupational abilities and skills which will better prepare them to compete for entry into the job market. Or, students were referred to further occupational training or educational opportunities.

A certificate of either participation or achievement was awarded to students upon completion of each program, a certificate which will help to open doors in a job market or to assist them in a more relevant selection of continued education and training.

Fiscal 1975 saw the completion and acceptance of the Occupational Competency listings for each of the three skill-training units, along with their computerization which enables each student to receive a full printout of all the competencies they achieved while in a MODEL program. These can be shown to a potential employer as a valid indication of their skills.

The Units

The units, though designed to provide either instruction or evaluation in different occupational areas, share similarities in construction. All are 12 feet by 60 feet and are designed to be durable. They all share certain safety features, like wheelchair ramps, two entrances, one at either end of the mobile unit, as

much free floor space as possible to allow for rapid evacuation in case of emergency, and a fire and burglar alarm system which automatically notifies the police or fire department upon being activated. The units are all heated in cold weather and air-conditioned in warm and have attractive, comfortable interiors to provide an atmosphere with maximum conduciveness to learning. Instructionally, all the units possess the most up-to-date audio/visual equipment which will allow a student to learn at his own pace, and all provide hands-on experience and simulated work atmospheres.

Vocational Evaluation and Reading Diagnosis Laboratory

This mobile unit provides hands-on experiences in vocational assessment and reading diagnosis where students discover their own abilities, interests and attitudes toward the world of work.

Under the supervision of an approved vocational evaluator and reading diagnostician, students are tested for adaptive behavior for a variety of occupations through the use of audio/visual aids, tools and equipment which provide occupational orientation in fifteen vocational areas.

Included in the variety of instructional equipment used in the vocational evaluation and other programs are items such as closed-circuit TV, movie projector and screen, tape recorders, record player, slide projector, cameras and equipment for making visual aids.

Evaluations can be performed on an individual or group basis. Vocational evaluation profiles and reading level diagnoses are presented to the receiving agency at the termination of a two-week program for each group of students.

Small Engine Repair and Automotive Tune-up Laboratory

Under the guidance of a teacher experienced in small engine repair and auto tune-up, students in this program disassemble, repair and re-assemble 2-and 4-stroke engines for motorcycles, lawnmowers, chain saws, mini bikes and similar small equipment.

In addition, they learn auto tune-up by working on an engine simulator, automotive wiring boards and an operating V-8 engine. By retaining their work-sheets at the completion of the program the students will, in effect, have a manual for repairing a variety of one-cylinder, 2- and 4-stroke cycle engines.

Business Occupations Laboratory

Preparation for a variety of entry-level office jobs is provided in this unit through carefully prepared programmed instruction.

Touch typing is taught quickly through an innovative method using a reflex conditioning process involving the senses of sight, sound and touch. Motion picture cartridges of twelve lessons teach a complete knowledge of the keyboard, and the sixteen follow-up half-hour cassette sessions allow students to increase their skill at an individual rate.

The operation of business machines found in most offices is taught through another course of instruction. Included are the use of spirit duplicating equipment, mimeograph and stencil-cutting materials. The program also teaches filing and preparation of letters and business forms as well as proper office behavior.

Distributive Occupations Laboratory

If a paying job in merchandising or marketing -- such as a supermarket or hotel/motel clerk -- is the next step for students, this unit provides the training to make employment a reality.

Practice in cashiering, bagging, customer relations, pricing, price changing and weighing produce constitute the training course for the supermarket checker. Facilities for stocking and arranging displays in a variety of retail occupations are contained in this unit.

In the "front desk" hotel/motel management section, students learn how to sort mail, handle telephone calls, make reservations, tally bills, register and check out guests and perform other related tasks.

Because a number of general competencies are acquired in this program, students are prepared to move into not only the specific jobs described, but any one or more of 69 related occupations.

Career Awareness Component

During the past year MODEL added audio/visual career exploration materials to each of its four classrooms on wheels. Brief filmstrips with accompanying cassettes have broadened the scope of each program by making available immediate visual information on approximately 100 different occupations. The Project also utilized 16mm films which are available through the State Department of Education Regional Centers or from regional vocational-technical high schools. All of these materials have been very well received by students in all of MODEL's units.

SECOND OPERATIONAL YEAR -- JULY 1, 1974 - JUNE 30, 1975

SUMMARY

This Annual Report of Fiscal Year 1975 and Final Report of Project MODEL presents a record of MODEL's activities and the status and disposition of its objectives through June 30, 1975. The objectives as listed evolved from those of the first operational year as a natural progression of growth and development towards the Project's goals.

The Project's second exposure to the target populations commenced in September, 1974, with all four units responding to the applications of various agencies serving the mandated populations. However, due to the request of the Division of Occupational Education, Bureau of Special Needs, the original mandate to serve only the handicapped and disadvantaged was rescinded in order that MODEL's units could be put into service in the Boston area as an alternate form of education to serve middle and high school age students during a time of unrest and disruption of regular educational disciplines. On the whole, interest and attendance indicated a slightly higher percentage in the mobile classrooms than in the regular school classrooms. Figure 1 on page 54 shows the revised program schedule for Fiscal 1975.

Some reorganization of the Project staff was necessary during Fiscal 1975. Instructionally, the positions of Small Engine Repair Teacher/Coordinator and Distributive Education Teacher/Alternate became vacant due to resignations. Both positions were filled in time for program startup in September, 1974.

There was also some reorganization and additions in the administrative staff. The Administrative Assistant resigned in July and was replaced by the acting Assistant in September. The new position of Secretary/Research Assistant was requested and approved and an Administrative Assistant Intern became a six-month member of the staff in May. The part-time truck driver resigned in May and the services of a new full-time employee were acquired. A representation of the staffing distribution at end of Fiscal 1975 can be found in Figure 2 on page 55.

Table 1 on pages 49 and 50 is broken down by mobile units with a listing of the receiving agencies and students they served. It shows that in Fiscal 1975 MODEL reached 16 different agencies, institutions and schools from which 508 students were enrolled in the four different MODEL programs and 372 achieved completion of the courses of study. The final 12-month audit indicating funding sources and their expenditure by line item appears as Table 2 on page 51. Interim funds to cover the transition to an independent accounting system were encumbered as indicated and disbursed by Nashoba Valley Technical High School under a carryover agreement.

Figure 3, the map on page 56, gives a graphic representation of the locations of the various receiving agencies and the units serving them, and Table 3 on pages 52 and 53 is a comprehensive listing of all the agencies served during the life of Project MODEL.

The Project staff, both administrative and instructional, engaged in many outside activities during Fiscal 1975 to share the results of its demonstrated programs with others in the educational field. Specific activities may be found listed under Objective 3.1 beginning on page 24. MODEL's informational film titled "Coming Your Way" was borrowed by 17 separate agencies and schools throughout the year and, because of the demand for the film, an additional loan copy was purchased.

In addition to personal efforts in sharing MODEL's expertise and the use of the promotional film, MODEL also received excellent newspaper coverage in the form of two feature articles in the Boston GLOBE, Learning Section, plus regular notices of the Project's Open House and Graduation activities at each location in local newspapers. The Evaluation Unit was featured on a WBZ-TV, Channel 4, newscast, and the Distributive Education Unit was also used by WHDH-TV, Channel 5, on a 6 o'clock news program.

As will be discussed in a later section, Project MODEL became a private, non-profit corporation as of May 1, 1975, as Mobile Occupational Development Education Laboratories, Inc.

Phase II of the Third Party Evaluation was completed during Fiscal 1975 and a summary of the results of this evaluation can be found beginning on page 39.

During 1975 extensive work was performed in adapting computer usage to Project MODEL's needs and resulted in the computerization of Client Rosters and Student Competencies as well as wide usage of Computer Assisted Instruction by all four units. Work on computerization of the Inventory and Accounting System also continued but proved to be not entirely successful.

MODEL's inventory has been brought up to date and in line with Division of Occupational Education guidelines. Work on a Propagation Proposal Handbook continued throughout Fiscal 1975 with a final draft anticipated for completion early in Fiscal 1976.

A great deal of activity during the latter half of Fiscal 1975 evolved around MODEL's assistance to various agencies in initiating similar vocational programs. A discussion of these efforts begins on page 34 in Section 9.0 of the Objectives.

Project MODEL's 10 Major Objectives

For Fiscal Year 1975

Objective	Status	Disposition
1.0 Maintain Instructional Staffing and In-Service Experimentation and Demonstration	This objective pertains to the problem encountered in retaining instructional staff members once they have experienced in-service training with target populations. The Project's main purposes, those of experimentation and demonstration, continued throughout Fiscal Year 1975 but with some changes as indicated in Section 2.2 of this report.	The second full year of exposure to the target populations convened in September 1974, and concluded in June, 1975. During these nine months the effectiveness of MODEL's programs was further demonstrated by continued exposure to handicapped, disadvantaged and correctional populations. During the second quarter, at the request of the Bureau of Special Needs the Project's program allocations were scheduled to be concentrated in the Boston School System for the remainder of the school year as a pilot program to determine the optimum method of delivery for each instructional program based on the needs of Boston's middle and high schools and the Boston community at large.
1.1 Staff Reorganization	In the first quarter of Fiscal Year 1975 three resignations in both administration and instructional areas necessitated the restaffing of these positions.	The Project's organizational structure as of June 30, 1975 appears in Figure 2 on page 55.
1.11 Replace Administrative Assistant	The Administrative Assistant resigned on July 17, 1974.	After a successful trial performance, the acting assistant was recommended and approved for the full-time, permanent position on September 24, 1974.
1.12 Restaff Position of Small Engine Repair Teacher/Coordinator	The new hire for this position as of July 3, 1974 resigned on August 9, 1974 and new screening interviews for his replacement began immediately.	Six resumes were submitted and six candidates were interviewed. The position was filled on September 24, 1974.

Objective		Status	Disposition
1.13	Restaff Position of Distributive Education Teacher/Alternate	The Teacher/Alternate in this unit resigned on August 23, 1974. The Assistant Director and Teacher/Coordinator conducted screening interviews on location in Fall River during the last week of August.	The position was filled temporarily on September 3, 1974. After a satisfactory probationary performance in Fall River, the candidate was permanently hired as of October 29, 1974.
1.14	Addition of Secretary/ Research Assistant	The position of Secretary/Research Assistant was requested and approved. Funding for the position was submitted on February 5 along with the trailer acquisition package. It has been approved by the Board of Education.	The position was filled on a consultant basis from October, 1974 through June 30, 1975 due to a discrepancy with the Nashoba Valley District School Committee pay scale. The Grant Award Document was received, signed, and returned to the Division and the funds received.
1.15	Replace Truck Driver	Due to the resignation of the part-time truck driver, interviews were held in May, 1975 to secure the services of a new, full-time employee.	The position was filled on a permanent, full-time basis as of July 1, 1975.
1.16	Administrative Assistant Intern	The duties of this individual will be primarily to assist in the transition of Project MODEL from a project to a private, non-profit corporation. In addition, he will be involved in observation and training in administrative and supervisory functions, will be presented with additional administrative activities in planning, managing and coordinating various aspects of mobile occupational education programs and will also coordinate the physical move of MODEL to new offices.	The position was filled in a consultant capacity for a six month period commencing on May 7, 1974.
1.2	Vocational Evaluation and Reading Diagnosis Laboratory	Seven different receiving agencies and thirteen populations were served in Fiscal 1975. These were:	The results of student participation in the program are presented in Table 1 on pages 49 and 50.

Objective	Status	Disposition
	12 Spanish-speaking Disadvantaged students at the South Middlesex Opportunity Council in Framingham.	Of the 12 students enrolled in program, 10 completed and received certificates. Twelve is about half the number of students usually evaluated during a stay. The reason for this is that time was used to install five new evaluation carrels, increasing capacity by 50%.
	25 Mentally Retarded, Learning Disabled, Emotionally Disturbed, and Physically Handicapped students at Springfield Goodwill Industries.	Of the 25 students enrolled in program, 24 completed and received certificates.
	22 students in two groups of 11, Disadvantaged, at the Springfield-Hampshire District Regional Skills Center.	Of the first group of 11 students, 7 completed the program and received certificates. In the second group, 8 completed the program and received certificates. As a result, the Center is incorporating the Singer Vocational Evaluation System in their own evaluation program.
	A burglary of the unit occurred during this stay in Springfield due to a malfunctioning burglar alarm. All the laboratory's video equipment and a microwave oven were stolen.	All items stolen were covered by insurance. The proper authorities were advised of the theft and investigative and insurance procedures were completed.
	73 students at the Grover Cleveland Middle School in Dorchester taken in two groups: one of 13 students who experienced a 5-day evaluation, and one of 12 students who experienced only a 1-day program. This was done in an effort to determine which method reaped the most benefits for the students in terms of increased career awareness and stimulated interest in specific careers.	The results of the comparison showed that the 5-day group showed a considerably higher gain in occupational interest and awareness of available careers than did the 1-day group. The 5-day group also indicated a higher level of agreement with the way the instruction and materials were presented than the 1-day group which only received a small segment of the overall program.

Objective	Status	Disposition
	13 Disadvantaged students from the Education Collaborative of Greater Boston (Project EDCO) from Cambridge, and 11 mentally retarded students from Newton High School's special education classes. The laboratory was located at the Honeywell Radiation Plant in Lexington.	Of the 13 students enrolled, 8 completed program and received certificates. Because the students had to secure their own means of transportation to the trailer site, and some came from as far away as Mattapan, the percentage of those who completed the program was lower than usual. All 11 of the students from Newton completed the program and received certificates.
	14 Economically Disadvantaged clients from the Division of Employment Security WIN Program in Boston.	Of the 14 clients enrolled, 12 completed the program and were awarded certificates.
	Two groups, 14 and 15 students each, of eighth graders from the Grover Cleveland Middle School in Dorchester.	Of the 29 students enrolled, 24 completed the program and received certificates.
	75 students, 4 of which were classified as Special Needs, at Hyde Park High School.	Of the 75 students who participated in the program in six separate groups, 71 completed the program and 70 received certificates.
	This unit was again burglarized while at the Hyde Park location. Taken were the microwave oven, sewing machine, electric drill and small bench tools.	Proper reporting and insurance procedures were completed and all items were replaced.
1.3 Distributive Education Laboratory	Three different receiving agencies and populations were served by this unit in Fiscal 1975. These were:	The results of student participation in the program are presented in Table 1 on pages 49 and 50.
	29 Disadvantaged students at Fall River Model Cities.	Of the 29 students, 27 completed program and received certificates and 8 were placed in positions.

Objective	Status	Disposition
	Two groups of students from East Boston High School; 12 Special Needs students from the Chapter 766 program and 12 Disadvantaged potential dropouts from the Junior Class.	Of the 24 students enrolled, 23 completed the program and received certificates, and 6 were placed in related jobs.
	24 students at the Massachusetts Correctional Institution at Bridgewater.	Of the 24 students, 19 completed the program and received certificates.
1.4 Business Education Laboratory	Three different receiving agencies and populations were served during Fiscal 1975. These were:	The results of student participation in the program are presented in Table 1 on pages 49 and 50.
	29 male, Spanish, black, and white offenders at the Worcester County House of Correction in West Boylston. All but two of these students were also high school dropouts.	Of the 29 students enrolled, 11 completed, 24 received certificates, and 7 were placed in different jobs or educational environments within the institution because of MODEL's program. The discrepancy between students completing program and receiving certificates resulted because some students achieved competency before the program terminated and did not stay the full 12 weeks. Others were transferred to other county or state correctional institutions or went into a work-release program, and others had to terminate program early when they were considered security risks. Of the 24 who received certificates, all were placed in paying or non-paying positions, were referred, or placed themselves. Seven of the placements were clerically related. Placement was severely hampered by House of Correction policy. It was concluded that the Business Education program might be more successful in pre-release centers rather than inside correctional institutions.

Objective	Status	Disposition
	27 Economically Disadvantaged students at the Hampshire Community Action program in Northampton.	Of the 27 students enrolled, 24 completed the program, 26 received certificates, and 20 were placed.
	75 students at the South Boston High School drawn from regular typing classes, the flexible campus system, dropouts or special education students, and from the South Boston community	Of the 75 students who participated in the program, 48 received "Pass" grades, 5 received certificates and 7 were placed in related positions.
1.5 Small Engine Repair and Automotive Tune-up Laboratory	Three different receiving agencies and populations were served during Fiscal 1975. These were:	The results of student participation in the program are presented in Table 1 on pages 49 and 50.
	17 Incarcerated students at the Plymouth County House of Correction.	Of the 17 students enrolled in the program, 9 completed it and received certificates. Follow-up of the students shows that 5 have been released, 4 of which are employed as mechanics and 1 is attending prep school; 2 are on the work-release waiting list; 1 is doing lawn mower repair on the prison farm; 1 is taking a correspondence course in electronics; and one is interested in further vocational training.
	24 Disadvantaged and Handicapped students at the Lynn Economic Opportunity Council.	Of the 24 students enrolled in the program 8 completed it and 17 received certificates. There were no placements due to lack of motivation in following-up job opportunities on the part of the students.
	45 students from Brighton High School.	Of the 45 students originally enrolled in the program, 17 dropped out, 14 completed the program and 26 received certificates.

Objective	Status	Disposition
2.0 Begin Operational Year	This objective is broken down into two areas: those activities during the summer which preceded unit moves to agency locations, and those operational activities scheduled for Fiscal Year 1975.	
2.1 Conduct Summer Workshop for Instructional Staff	The Workshop was divided into a series of activities: A. Interior and exterior maintenance to prevent unnecessary equipment malfunction and to familiarize new staff members with the units and their contents. B. Instruction of staff by representatives of the manufacturers and distributors of the various kinds of equipment found in the units as to proper upkeep and repair. C. Removal of unused or obsolete equipment. D. Review operation of Audio/Visual equipment as it pertains to instruction. E. Computerization of MODEL's instructional programs. The instructional staff worked closely with Project CAREER who provided necessary information concerning the writing of behavioral objectives and their eventual implementation. F. Conference for the Division of Occupational Education. Invited were representatives from the Division, the Division of Employment	The Summer Workshop was looked upon as a vital link between In-Service Operations of Fiscal 1974 and Fiscal 1975. This Conference, which was originally designed to be a Workshop, was held on August 14 at Nashoba Valley Technical

Objective	Status	Disposition
	Security, the Massachusetts Rehabilitation Commission, the Department of Mental Health, the Commission on Occupational Education, and the State Advisory Committee.	High School and was attended by over 230 individuals. The Project's new informational film was shown, and there were remarks from the Director of Project MODEL as well as from representatives of the Division of Employment Security, Bureau of Special Needs, the Massachusetts Rehabilitation Commission, and the U.S. Department of Health, Education and Welfare. A luncheon was served. The minutes of the Conference are available upon request.
2.2 Schedule Units for Specific Target Populations	At the beginning of Fiscal 1975 a proposed schedule had been plotted by the Project's administrative staff with specific populations named to give additional exposure to all four programs.	As of September, 1974, all four instructional units were on location serving target populations.
	On November 21, 1974, approval to temporarily rescind the mandate of Project MODEL's Goals and Objectives was granted by the Division of Occupational Education, Bureau of Special Needs, in order to comply with the Bureau's priority requirements within the Boston school community.	As a result of the changes made in the schedules of all four units, the Deaf and Blind populations which had been anticipated to be served did not receive exposure to MODEL's programs during Fiscal 1975. The revised schedule for Fiscal 1975 appears on page 54. Some modifications in current programs were necessary to meet the specific needs of the Boston school populations, particularly in the areas of career exploration career guidance and occupational awareness. MODEL's previously designed career development programs; i.e., job entry-level skill training, vocational

Objective	Status	Disposition
		evaluation and reading diagnosis tools were utilized in meeting these needs as well as the addition of new filmstrip materials and use of the computerized Guidance Information System to locate colleges, technical or two-year schools and occupations.
3.0 Share Project MODEL's Intent and Experimental Results	Once the Project's low visibility profile was lifted in January, 1974, many outside activities were engaged in to develop awareness of MODEL's Intent and to share the results of its demonstrated programs.	
3.1 Staff Activities	A. Conference on Occupational Competency, July 8. Attended by Assistant Director.	
	B. Nashoba Valley Technical High School District School Committee Meeting, July 23. Attended by entire Project MODEL staff.	This was the first time the Project's new informational film, "Coming Your Way," was shown to an audience. Reaction was very favorable. Meeting concluded with a tour of the four mobile units by the Committee.
	C. Conference for the Division of Occupational Education, August 14.	Attended by approximately 230 people. The Project was explained, the film shown, and some open slots in unit scheduling were filled.
		The Lowell SUN featured an article about the Conference in their Thursday, August 15, edition.
	D. Meeting of Westford Rotary Club on August 15 in Westford. Attended by Project Director.	As a result, teachers in the immediate area asked MODEL to provide services to some of their students. One student commuted from Littleton to Framingham during September.

Objective	Status	Disposition
	E. Presentation at CETA Conference in Framingham on September 6 by Project Director.	
	F. WCVB-TV presentation on Sunday, September 22, at 11:00 a.m., of a public service program entitled "Opportunity Line."	The program featured an interview with the Director and Assistant Director and three minutes of excerpts from the Project's film, "Coming Your Way."
	G. Presentation at CETA Conference in Framingham on October 22 by the Project Director.	A number of requests were received for assistance regarding budgeting, costs, proposal writing, and program activities for evaluation programs. Specific CETA subgrantees are Lawrence, Pittsfield, Greenfield, and Gardner.
	H. Meeting of the Lowell Rotary Club on October 29. Presentation made by Project Director.	
	I. Conference with representatives of the Psychology and Guidance Department of the Chelmsford School system on November 1.	A discussion and interchange of information relative to Chapter 766 indicated MODEL was on the right track in developing a research document on assessment devices for handicapped and disadvantaged populations. Special emphasis on occupational assessment was found to be lacking in the 766 guidelines.
	J. Requests from other states requesting information on MODEL's programs.	Letter and information mailed on Nov. 18, 1974, to the Tennessee State Dept. of Economic and Community Development, who requested information on the Project's Business Education program.

Objective	Status	Disposition
	K. American Vocational Association Convention in New Orleans, Dec. 6-11. Attended by Project Director.	The Project MODEL film was exhibited at the Vendors Display during the Conference.
	L. Meeting of Project Director with representatives of the North Reading School system on December 17, 1974. They had an occupational competency grant and were interested in securing a trailer for career exploration.	As a result of the meeting a copy of MODEL's research document was loaned to them to assist them in developing their proposal to secure occupational competency funds.
	M. Educational Testing Service Workshop Conference on Identifying Research Methods Related to Career Education for the Handicapped, January 17-19, Princeton, N.J., attended by the Project Director.	This was a national invitational conference which resulted in an exchange of ideas and concerns. The MODEL film was presented.
	N. January 23-24. The Vocational Evaluator spent two days in Rochester, NY at the Singer/Graflex offices sharing information on new Singer programs and also discussing the possibility of incorporating some of our Mr. Hebert's ideas in modifying present Singer/Graflex equipment.	Singer has indicated an interest in having MODEL pilot some of their new programs in the future.
	O. In February a nationwide survey of all mobile programs in operation in the United States and its territories was initiated by a letter from the Acting Associate Commissioner of the Division of Occupational Education to the State Directors of Vocational Education throughout the country.	By the end of the third quarter approximately 60% of the states and territories had responded to the request for information. Due to the lack of funds it was not possible to initiate a method of dissemination of information received as a result of this survey.

Objective	Status	Disposition
	P. February 24, 1975. This day was set aside for presentations by individuals and projects within the Division of Occupational Education to update all activities for the Associate Commissioner and Bureau Chiefs. This was attended by both the Director and the Assistant Director.	The Project's film was shown and a presentation was made about Project MODEL -- past, present and future.
	Q. Letter request from Bunker Hill Community College requesting use of MODEL's occupational competencies.	A copy of the Distributive Education competencies were sent to the College.
	R. March 6. At the request of the Special Needs Director at Nashoba Valley Technical High School, a package of materials relating to evaluative devices used in MODEL's Vocational Evaluation unit was transmitted to him.	The Special Needs Director was interested in information he could use with Chapter 766 populations in the hearing and vision disabilities areas. He was provided with recommendations regarding the EDL L-100 Reading System as well as the names of individuals who could further assist him.
	S. On March 12 the Project Director was a guest lecturer at Tufts University at a class in "Organization and Administration of Guidance Services and Dissemination of Occupational Information."	In the interest of providing information dissemination to a teacher-education component, the MODEL film was shown and the Project was discussed. The discussion centered around the assessment device research document developed by the Project relative to work-trait sample techniques for use by school psychologists and guidance counselors.
	T. On March 18, the Distributive Education Teacher/Coordinator was invited to speak at the East Boston Kiwanis Meeting.	A presentation of the Project film was made along with other pertinent information about MODEL's services.

Objective	Status	Disposition
U.	On March 27 both the Assistant Director and the Distributive Education Teacher/Coordinator were invited to participate in the East Boston Chamber of Commerce Luncheon Meeting.	The MODEL film was projected for the group and many interesting questions about the Project were answered.
V.	April 30, 1975. Educational Fair sponsored by Phi Delta Kappa at the State Department of Education in New Hampshire, attended by Assistant Director.	The Project's film was shown and numerous questions about the Project answered.
W.	May 1-3. President's Committee for Employment of the Handicapped in Washington, D.C., attended by the Project Director.	National invitational meeting which resulted in an exchange of ideas and concerns regarding the handicapped.
X.	May 14, 1975. Educational Colloqium held at the University of Massachusetts Boston campus. Attended by the Assistant Director and Administrative Assistant.	Project MODEL manned its own booth which contained informational materials about the Project plus the MODEL film.
Y.	Project MODEL was selected for inclusion in a national survey of the most effective programs dealing with Vocational Education for the Disadvantaged and Handicapped by System Sciences, Inc., under contract with the U.S. Office of Education.	Available information regarding the Project; i.e., populations served, types of disadvantagement, course offerings, skill training areas, supportive services, personnel, program costs, evaluation reports, etc. was forwarded as well as a lengthy questionnaire.
Z.	June 23-25. MAVA Conference at Fitchburg State College attended by the Director, Assistant Director, and several members of the staff.	An informative display board was used along with promotional materials and the Project film to acquaint visitors at the Conference with MODEL. The Evaluation Unit, manned by MODEL's Vocational Evaluator and Reading Diagnostician, was visited by 250-300 individuals.

Objective	Status	Disposition
	A(2). TV Coverage -- Both the Evaluation Unit and the Distributive Education Units were featured on news programs. The former by WBZ-TV, Channel 4, while located at Hyde Park High School, and the latter by WHDH-TV Channel 5, while located at the Massachusetts Correctional Institution at Bridgewater.	Both coverages presented a brief overview of the programs in process.
	B(2). Over 300 visitors registered in the Project's 4 units during Fiscal 1975 to view programs in process as well as the educational tools used by MODEL.	
3.2 Lending Print of "Coming Your Way"	MODEL set aside one print of its promotional film for use outside of the Project's sphere. Due to the number of requests for its use, an additional copy of the film was purchased.	Requestors included: Vocational Curriculum Management Center, Olympia, Wash., MOVE, Inc., Little Rock, Ark.; Vocational Educators in N. Y., Washington, Tennessee, Arkansas, Texas, Kansas, N. J., Conn., Me., and N. H.; University of Florida Department of Rehabilitation & Counseling; Department of Rehabilitation & Manpower Services, University of Wisconsin-Stout; the Planning Office of the Division of Occupational Education; and several vocational-technical high schools in Massachusetts.
4.0 Anticipate Third Year	A Policy & Procedures Manual has been drafted.	Completion of this manual had been held in abeyance until a clear direction for MODEL's FY'76 activities was delineated. Work is now progressing on the completed Manual.

Objective	Status	Disposition
4.1 Private, Non-Profit Corporation	In February, 1975, it was indicated by the Associate Commissioner of the Division of Occupational Education that the Project, being in its third year of federal funding as a pilot program, would no longer be in a position to access federal funds on a full funding basis beyond the end of FY'75. At the same time it was also indicated that it was the desire of the Division of Occupational Education to continue MODEL's services to priority areas and to retain the statewise delivery capacity of the Project. It was determined that the best means of accomplishing this would be to establish Project MODEL as a private, non-profit corporation which could obtain continuing funds from various agencies on a contract basis.	Mobile Occupational Development Education Laboratories, Inc. (MODEL, Inc.) became registered as a private, non-profit corporation as of May 1, 1975 to enable it to develop the necessary contracts to carry on its unique system of vocational evaluation and skill training throughout the Commonwealth.
5.0 Third Party Evaluation, Phase II	Phase II of the Third Party Evaluation was performed by C & E Educational Consultants, Inc. of South Weymouth, Mass. The completed draft was delivered in June, 1975.	Evaluative duties began in February. After formulation of evaluation instruments, data was obtained on the progress of student populations served by MODEL's programs during FY'74 and a portion of FY'75. The instruments also gathered input from receiving agencies as to their perceptions of MODEL; i.e., effectiveness in addressing the training needs of the student population, the value of MODEL's programs, and the amount of spin-off activity. Attitudinal information was also secured from the Project staff and data concerning hands-on, individualized instruction offered by MODEL was obtained by actual visits and observation.

Objective	Status	Disposition
6.0 Adapt Computer Usage to Project MODEL's Needs	This objective is broken down as follows:	
6.1 Computer Assisted Instruction	Because CAI proved to be a successful component of MODEL's programs in FY'74, it was decided to implement its usage in all units. Courses are offered in Basic English, language arts, reading on both elementary and adult levels, math, and general educational development.	Installation of teletype terminals was made in the Evaluation Unit on Sept. 17 and the Small Engine Repair Unit on Sept. 23. The use of the computer by the mobile units was hampered by the lack of an incoming WATS line until December 19, 1974, at which time it was finally installed, allowing usage of computer time at a standard rate far below what normal long distance charges would be.
	On August 20-22, a Computer Workshop was held at Nashoba Valley Technical High School for the benefit of the MODEL teaching staff. Terminal usage was demonstrated and CAI introduced.	An additional workshop was scheduled to instruct MODEL's teaching teams in all phases of computerization.
	A second Computer Workshop or Seminar was held on March 28 for MODEL's instructional staff. It consisted of a review of CAI and the Guidance Information System and included a hands-on experience in using computerized Client Roster forms and instructional competencies.	
6.2 Computerize Inventory	The Project's inventory is now computerized and has been updated manually. MODEL's inventory system has been revised and revamped to reflect the recordkeeping procedures necessary for Division of Occupational Education audits as regards the private, non-profit corporation status.	It has been determined by the administrative staff of MODEL that manual recordkeeping methods for inventory purposes are more efficient than trying to keep the numerous changes up to date via the computer.

Objective	Status	Disposition
6.3 Computerize Client Rosters	Computerization of Client Roster forms, which describe target populations by student and by the nature of each student's impediment to learning, as well as giving program information, was completed during Fiscal 1975.	
6.4 Computerize Student Competencies	Competencies for all MODEL skill training units are now computerized. These competencies allow the Project to give a complete description of all instructional training programs as well as provide a system for describing individual student achievement. After completing a program, a student can now be provided with a list of occupational competencies to show to prospective employers. They can also demonstrate the success of the Project on the basis of individual achievement within set time parameters or against populations taught by other methodologies.	This aspect of computerization was completed in the second quarter of Fiscal 1975 and was utilized to provide computer printouts of competencies for participants of all three training programs for the remainder of the year. Students also used competency listings to select more specified curriculum areas before beginning programs.
7.0 Purchase and Staff Additional Mobile Units	Project MODEL purchased nine mobile homes from government surplus and transported them to Nashoba Valley Technical High School in Westford where they underwent refurbishing to restore them to their original condition prior to designing instructional environments for them.	Two of the units were transferred to ownership by Nashoba in lieu of overhead expenses involved. The remaining 7 units were intended for use in satisfying the Commissioner's priorities -- occupational competency, Chapter 766, and the Comprehensive Employment & Training Act, as well as Special Needs populations in Boston, Springfield, and other high priority areas.
	The original proposal for the acquisition, transportation and restoration of the units, submitted on Sept. 17 was revised and resubmitted on Oct. 25. The proposal was again revised and resubmitted on Feb. 5, 1975, in the amount of $21,000.	The revised proposal was approved by the Board of Education and the Grant Award document was received, signed, and returned to the Division. Disbursement of funds was made in May, 1975.

Objective	Status	Disposition
7.1 Determine Programs	MODEL initiated a Data-Securing Operation concerning the equipping of the new units with instructional programs. Input was forthcoming from Projects MISOE, CAREER, and CEDIS, and the Division of Employment Security in regard to priority occupational education programs, adaptability to a mobile unit, and forecast for employability.	It was anticipated that final program selections would be made after the October 17 meeting of the Bureau Chiefs of the Division of Occupational Education.
	A presentation of the results of the data-gathering operation was made at the Oct. 17 meeting of the Bureau Chiefs.	No decisions were made as a result of this meeting due to lack of available funds to implement new programs.
	Discussions with representatives of the Boston School Department also indicated an interest in utilizing these converted mobile homes as career orientation facilities for the middle schools. Accordingly, a draft proposal was drawn up and submitted through SRS Consultants to the Boston School Department in the amount of $223,000 to equip six trailers and deliver services to Boston during the last two quarters of Fiscal 1975.	No final decisions were ever made by either the Division of Occupational Education or the Boston School Department. Many attempts and suggestions were made; however, other than the transfer of two of the units to the Mass. Fire Training Academy early in March and the loan of an additional unit to Nashoba, the remainder are being stored at the Fire Academy in Stow.
7.2 Select and Design an Appropriate Evaluation Program to Serve as a Model for Chapter 766 Populations	Research regarding a work-trait sample evaluation program for Special Needs was initiated and completed during Fiscal 1975. Evaluated were the Singer/Graflex Vocational Evaluation System, the JEVS, and the TOWER system. Extensive literature on psychometric tests was also reviewed.	Research results were compiled into an Evaluation Binder. Due to its large volume and limited funds, only 4 copies were duplicated. One copy was presented to the Director of the Bureau of Special Needs and the others are available on loan from the MODEL Library.
	A Proposal Prospectus for Chapter 766 populations was designed and submitted to the Boston School Department for discussion purposes.	See Section 9.6.

Objective	Status	Disposition
8.0 Develop Propagation Proposals	Early in the year it was deemed unfeasible to write separate proposals for each population served by the Project due to the variety and the insufficient data derived from the limited exposure to these populations. Instead, it was determined that the Project would combine information in a Handbook which would contain guidelines for initiating in-house, on-going programs similar to those being demonstrated by MODEL.	This objective was held in abeyance until the work of the Third Party Evaluator was completed.
	The Third Party Evaluation was designed, in part, to determine the effectiveness of all aspects of MODEL's programs from its inception to the time of the evaluation. It was reasoned that the results of the evaluation, if so set up, would serve a dual purpose of supplying readily usable data for incorporation into the Propagation Handbook.	By the conclusion of Fiscal Year 1975, the areas of information to be included in the Propagation Guidelines Handbook had been identified and a Table of Contents was presented to the Project Director and approved. A draft of the Handbook is in the finishing stages and it contains all the information necessary to set up programs similar to MODEL's, either mobile or hardsite. It also contains the experimental results of MODEL's three years of exposure to the various populations, thus providing an indication of the results that any agency wishing to duplicate any or all of our programs can anticipate with specific populations. It is anticipated that a final draft of the Handbook will be completed early in FY'76.
9.0 Assist Agencies in Initiating Similar Vocational Programs		
9.1 Division of Employment Security	The Division of Employment Security solicited Project MODEL to submit a proposal for	An 18-month proposal was submitted to the Division of Employment Security

Objective	Status	Disposition
	initiating, equipping, and training of staff for a mobile unit to teach clerical skills.	and then presented to the Nashoba Valley School Committee as subcontractor. The proposal was tabled by the LEA for lack of guidelines establishing an LEA's responsibilities. This problem was overcome by the establishment of MODEL, Inc. and the contract for services was approved as of July 14, 1975.
9.2 Massachusetts Rehabilitation Commission	Through the joint efforts of MRC and MODEL, a proposal was developed and submitted to the Division of Occupational Education for the acquisition of two mobile vocational evaluation units along with operational and administrative costs for both units for FY'76.	This proposal was not approved by the Division of Occupational Education as submitted. MRC decided to go ahead and purchase the two units with its own funds and a proposal was submitted to MRC by MODEL, Inc. to provide transportation for the units, training of their evaluators and generally overseeing the administrative aspects of the program. Approval of this proposal is still pending.
9.3 Comprehensive Employment and Training Act	Originally a Non-Financial Agreement was drafted for MODEL interaction with the CETA Balance of State Subgrantees and presented to the CETA Director on March 12, 1975.	As a result of a meeting on March 31, 1975, at which attendees from Lawrence Pittsfield and Greenfield indicated that they were interested only in the evaluation program for extended periods of time and not in the skill training units at all, it was determined that a new proposal would have to be drafted.
	In additional meetings with the CETA Director and personnel from CETA Prime Sponsors and Balance of State it was determined that their requirements could best be met through two separate proposals, as follows:	

Objective		Status	Disposition
		CETA I - Balance of State. An Orientation & Assessment program of 12 months duration divided into three separate plans. PLAN A -- Statewide Mobile Orientation & Assessment for the Office of Manpower Affairs; PLAN B -- Regional Mobile Orientation & Assessment for Pittsfield & Northampton CETA; PLAN C -- Local Orientation & Assessment at a hardsite location in Greenfield. MODEL will provide orientation and assessment to unemployed persons who are potential CETA participants by providing them with exposure to the world of work and an awareness of occupational opportunities available to them plus an assessment of the job entry-level skills necessary to reach their occupational goals.	This contract was approved by the State Department of Education on June 24, 1975, at which time "tooling-up" procedures were initiated in order to begin program operations as soon after July 1, 1975 as possible.
		CETA II - Springfield Prime Sponsor. An ongoing mobile training program for six months providing training services in Distributive Education, Business Education and Small Engine Repair and Automotive Tune-up. This proposal was a joint effort by MODEL, Inc., the Hampden County Manpower Consortium, and the Hampden District Regional Skills Center.	(Approval of this contract was forthcoming on July 28, 1975.)
9.4	Nashoba Valley Technical High School Distributive Education Department	In January the Project Director and the Administrative Assistant met with a representative of the school and assisted him in developing a proposal for a Distributive Education mobile unit. He was provided with information regarding the cost of equipping such a unit along with some insight about procedures for submitting proposals.	The proposal was completed and submitted.

Objective	Status	Disposition
9.5 Greater Lawrence Vocational Technical High School	In February and March, members of MODEL's staff met with Mr. Millea, Area Coordinator	As a result of these meetings, the school was writing a proposal for an evaluation trailer in which part of MODEL's evaluation system would be duplicated.
9.6 Chapter 766 -- Boston School Department	A Prospectus for a proposal was submitted to the Associate Superintendent for his review on March 6, 1975. The proposal would provide funds for MODEL to develop a mobile vocational preparation program for special needs students.	There has been no further action taken since submission of the prospectus.
9.7 Consumer Education Mobile Units -- Division of Occupational Education	On April 1, 1975, a proposal was submitted to the Division of Occupational Education for Fiscal 1976 funding for two Consumer Education units to travel throughout the Commonwealth.	This proposal has not received approval by the Division of Occupational Education.
10.0 Participate in In-Service Training Programs for Special Needs Populations		
10.1 In-House	Beginning on September 24, 1974, a six-week, in-house training program focusing on the Sociology of the Disadvantaged was conducted by a liaison of the Bureau of Special Needs.	All members of the MODEL instructional staff found the course valuable in serving disadvantaged populations.
	It had been anticipated to hold an in-house training program focusing on interaction with Boston's inter-city school populations during the third quarter.	This particular program was delayed because of the unclear direction for Fiscal 1976 insofar as the populations MODEL will be serving and because scheduling of such a program for the instructional staff was difficult to arrange because of their diverse locations during that period.

Objective		Status	Disposition
10.2	External	Two Project MODEL staff members were enrolled in a Methods and Materials course for Teaching the Handicapped, offered at Tufts University through the Office of Educational Professional Development.(EPDA).	This course concluded in December.
		Distributive Education Coordinator Conference, January 29, 1975, New Bedford, Mass.	Both the Teacher/Coordinator and Teacher/Alternate in the Distributive Education unit attended this conference and achieved six hours credit towards their Distributive Education Coordinators Certification number.
		Graduate Credits	The Reading Diagnostician from the Evaluation Unit successfully completed a course in learning disabilities for graduate credit at Framingham State College.

THIRD PARTY EVALUATION SUMMARY

The Third Party Evaluation concerned itself directly with the productivity and effectiveness of Project MODEL in reaching and dealing with five distinct target populations: corrections, retarded, handicapped, disadvantaged, and racial and ethnic minorities.

The purpose of the evaluation was to assess several dimensions of effectiveness of Project MODEL:

1. Participant student evaluations, including follow-up information on impact on students' lives and subsequent employment.
2. Survey of host agencies.
3. Survey of instructional and administrative staff of MODEL.
4. Interpretations and analyses of assessment materials developed and used by MODEL staff.

The general assessment of MODEL's activities by clients, liaisons and instructors was uniformly quite favorable. It was concluded that MODEL has a positive effect on the attitudes of the clients, that there was a positive reaction to the learning environment, that the level of skills attained by students is good, and that MODEL has a positive effect on preparing students for work and for further training situations.

A panel of educators determined the curriculum in all instructional programs to be fully suitable for the incarcerated, socioeconomically disadvantaged, and ethnic minority client populations. The educators sampled also felt that these populations could find employment in all the occupations represented with each of the instructional programs.

Conclusions involving the assessment of instructional staff pointed out that the staff maintains a very favorable and enthusiastic attitude toward the training programs. In addition, the instructional staff viewed themselves as competent and effective within the constraints of their work situations.

Receiving agencies generally reacted favorably to the program, its effectiveness and the value of its instructional content. They saw the MODEL program as being well organized and worthwhile. However, there would appear to be a complex interaction wherein some units may be more effective with some populations than with others.

The students, by and large, responded quite favorably to MODEL. It was determined that students responded primarily to the individually oriented instructional facilities and the worthwhile nature of the educational programming.

Liaisons in receiving agencies were polled to determine if the MODEL unit visit had either stimulated the development of a similar type program or had stimulated expansion or innovation of a program already in existence in their facilities. Some of the host agencies had made internal changes to include programming similar to that of Project MODEL in their institutions. Many agencies indicated they would like to plan for or install similar programs but noted that lack of funds and space hindered implementation of these innovations.

A recommendation of the Third Party Evaluator was that Project MODEL should prepare a program implementation manual for use by those agencies expressing an interest in establishing instructional programs and who needed assistance with procedures and means for funding. The yearly cost of conducting an individualized, self-

pacing skill training program patterned after Project MODEL is approximately one-quarter to one-seventh that of a regular regional vocational school program. The comparison of average costs per pupil of all Massachusetts secondary schools (excepting all regional vocational schools) reveals a favorable cost factor in employing skill training units patterned after those tested by MODEL.

On the basis of cost alone, the evaluators felt that in numerous school and institutional settings, the Project MODEL skill training process and occupational evaluation system appears to be a realistic alternative.

PART II

FISCAL YEAR 1976

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INTRODUCTION

As mentioned in the Director's Message of this report, it was indicated at the Bureau Chief's meeting of October 17, 1974, that the initial three-year demonstration period for Project MODEL would conclude at the end of Fiscal 1975. However, it was also the desire of the Division of Occupational Education to see the continuation of the work begun by the Project. To meet this objective, approval was granted by the Acting Associate Commissioner to pursue the preliminary steps necessary to transform Project MODEL into Mobile Occupational Development Education Laboratories, Inc. (MODEL, Inc.), a private, non-profit corporation.

RATIONALE

The conflicts between seed money and operational funding and between the desire to not only continue an efficient delivery system of vocational and career development and training, but to expand it when there are limited available funds, is not a new one. What is new is the solution to this conflict.

Historically, when other states (e.g., N. J., Maryland) have reached this point, they awarded the facilities to local school districts and deactivated, or transferred, the associated staff, which meant the death of the concept of a mobile delivery system. Local school systems are primarily concerned with their own region and have little or no desire to serve geographical areas beyond their own. Even if they did, the logistics and cost factors involved could very well prohibit such action. With these programs, plans were not made relative to the phasing out of full federal funding.

Taking the direction of a private, non-profit corporation is a new approach to the gradual termination of seed money and initiation of a financially self-sufficient, occupational education operation. It is also a new alternative solution to an on-going national problem regarding the continuation of mobile educational programs.

A distinct advantage in maintaining the present administrative-instructional structure revolves about a cost-effective approach. A central administrative office, with know-how gathered over three years of operation, can provide management experience and instructional supervision. This central office, serving the whole state, will eliminate costly duplication of overhead and better expedite the various logistical problems associated with mobile facilities.

CORPORATE STRUCTURE

The operation, management, and staffing of the corporation will remain basically the same, but the corporation will operate independently and receive its financial support largely from different sources; i.e., the Division of Employment Security, the Comprehensive Employment Training Act, and the Division of Occupational Education, to provide services on a contract basis to geographically widespread students.

It was felt that the mechanics of implementing such a funding arrangement would be best ordered under a Board of Directors which would develop policy for the deployment of laboratories, and for the purposes, goals and continuance of the Corporation. Such a Board of Directors has been duly elected for Mobile Occupational Development Education Laboratories, Inc. (MODEL, Inc.).

MODEL, Inc. is directed by an Executive Director who is responsible for on-going activities of the Corporation, accomplishing stated goals, hiring and managing requisite staff, and reporting quarterly on the productivity and fiscal status of the Corporation. A Treasurer/Records Clerk of the Corporation has also been elected.

GOALS

The main goals of MODEL, Inc. are to maintain and enlarge the historically effective activities of Project MODEL of delivering on-site occupational exploratory, assessment and learning experiences for those whose educational experiences have not included career awareness or skills training, who are culturally or educationally disadvantaged, and/or do not have available to them "regular" or "traditional" learning environments. These segments of the Commonwealth's population will be served as long as resources are available.

OBJECTIVES

1) To provide mechanisms for orientation and assessment of vocational interests, ability, and basic educational competencies (e.g., reading skills).
2) To provide learning activities directly related to entry-level occupational skills for the populations served.
3) To provide administrative, logistical and supervisory functions to agencies under contract in delivering training programs to locations throughout Massachusetts.

4) To provide In-Service Training for new personnel under approved contracts.

5) To provide transportation and logistical support of mobile units under approved contracts.

6) To continue to share MODEL's results with others and to promote the concepts of vocational assessment and training for the handicapped and disadvantaged.

7) To continue to assist agencies in initiating similar vocational programs.

CONTRACTS FOR SERVICES PRESENTLY APPROVED

CETA I -- A contract to provide vocational evaluation, orientation and assessment to unemployed persons who are potential CETA participants by providing them with exposure to the world of work and an awareness of occupational opportunities available to them. This contract will serve 800 participants in Hampshire, Berkshire, Bristol, Plymouth, and Barnstable Counties for a 12-month period.

CETA II -- A contract to provide training services in Business Education, Distributive Education, and Small Engine Repair & Automotive Tune-up to CETA participants. One hundred and seventy participants are scheduled to be served in the Hampden County area over a 6-month period.

DOE -- A contract to supplement administrative salaries and administrative functions to provide a realistic allotment to Other Costs because of the restrictions under CETA regulations. Funds under this contract will also be used to meet consolidation costs. (Fiscal 1976)

DES -- A contract to provide the initiation, design and acquisition of a mobile unit equipped and staffed to supply a Clerk/Typist training program at a minimum of three (3) WIN projects throughout the Commonwealth. It is anticipated that 75 clients will be served over a 12-month period.

TABLE I

STUDENT BREAKDOWN

UNIT	DATES	HANDICAPPED	DISADVANTAGED	ENROLLED	COMPLETED	CERTIFICATE	PLACED
AUTOMOTIVE & SMALL ENGINE REP.							
Plymouth County House of Correction	8/26/74-11/7/74	0	17	17	9	9	7
Lynn Economic Oppor.	11/7/74-1/31/75	2	22	24	8	17	0
Brighton High School	2/7/75-6/11/75	0	45	45	14	26	0
TOTAL		2	84	86	31	52	7
BUSINESS EDUCATION							
Worcester County House of Correction	8/20/74-12/5/74	0	29	29	11	24	7
Hampshire County Community Action	12/5/74-2/28/75	1	26	27	24	26	20
South Boston H.S.	2/28/75-6/10/75	0	75	75	48(Pass)	5	7
TOTAL		1	130	131	83	55	34
DISTRIBUTIVE ED.							
Fall River Model Cities	8/27/74-11/13/74	7	22	29	27	27	8
East Boston High School	1/6/75-4/5/75	12	12	24	23	23	6
Bridgewater MCI	4/12/75-6/17/75	0	24	24	19	19	0
TOTAL		19	58	77	69	69	14

TABLE 1 (Continued)

STUDENT BREAKDOWN

UNIT	DATES	HANDICAPPED	DISADVANTAGED	ENROLLED	COMPLETED	CERTIFICATE	PLACED
VOCATIONAL EVALUATION & READING DIAGNOSIS							
Framingham-South Middlesex Opportunity Council	8/29/74-9/30/74	0	12	12	12	12	0
Springfield Goodwill Industries	9/30/74-10/31/74	25	0	25	23	23	0
Springfield-Hampden Dist. Reg. Skill Center	10/31/74-12/3/74	0	22	22	15	15	0
Grover Cleveland Middle School	12/3/74-12/19/74	0	13	13	13	13	0
Project EDCO	12/19/74-1/30/75	11	13	24	19	19	0
DES WIN Program - Boston	1/30/75-2/27/75	0	14	14	12	12	0
Grover Cleveland Middle School	2/27/75-3/29/75	0	14/15	14/15	12/12	12/12	0/0
Hyde Park High School	3/29/75-6/10/75	4	71	75	71	70	0
TOTAL		40	174	214	189	188	0 (N/A)
GRAND TOTAL		62	446	508	372	364	55

TABLE 2

PROJECT MODEL FINANCIAL REPORT
July 1, 1974 - June 30, 1975

FUNDING SOURCE			1000-1	2300-1	2300-6	2400	2700	5300	7000	1000-6
FY'73 (1)	Budget	$122,226	$32,278	$32,348	$20,776	$ 582	$ 9,879	$ 9,020	$ 2,655	$14,688
102(b)	Expended	122,226	32,278	32,348	20,776	582	9,879	9,020	2,655	14,688
D5075 (A)	Balance	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
FY'75	Budget	$154,524	$40,900	$41,053	$26,524	$ 618	$12,516	$11,280	$ 3,245	$18,388
102(b)	Expended	154,524	40,900	41,053	26,524	618	12,516	11,280	3,245	18,388
D5075 (B)	Balance	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Supplement	Budget	$ 21,000		$ 5,760					$ 9,150	$ 6,090
Part B	Expended	13,458		5,014					4,050	4,394
D5075 (C)	Balance	7,542		746					5,100	1,696
Boston Sch. Dept.	Budget	$ 35,000			$32,397	$ 1,624				$ 979
102(b)A.C. Disc.	Expended	35,000			32,397	1,624				979
D15575	Balance	-0-			-0-	-0-				-0-
Supplement B	Budget	$ 16,148			$16,148					
Boston Sch.Dept.	Expended	-0-			-0-					
	Balance	16,148			16,148					
Supplement C	Budget	$ 10,459			$10,459					
	Expended	-0-			-0-					
	Balance	$ 10,459			$10,459					
Supplement D	Budget	$ 3,393			$ 3,393					
	Expended	-0-			-0-					
	Balance	3,393			3,393					
TOTAL	Budget	$362,750	$73,178	$79,161	$109,697	$ 2,824	$22,395	$20,300	$15,050	$40,145
	Expended	325,208	73,178	78,415	79,697	2,824	22,395	20,300	9,950	38,449
	Balance	37,542	-0-	746	30,000	-0-	-0-	-0-	5,100	1,696
*Encumbered 7/1/75		37,542	(13,056)	(14,116)	4,871	-0-	(3,445)	(192)	-0-	(1,862)
Balance 8/30/75		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

*Line Item Change Request to reflect these encumbrances submitted to Division of Occupational Education.

TABLE 3

Summary of Agencies Served by Project MODEL - 1973 to Present

Automotive and Small Engine Repair Unit

Concord MCI (Corrections)
Crotched Mountain Rehabilitation Center (Handicapped)
New England Farm Workers' Council, Springfield (Migrant Workers)
Chelsea Neighborhood Youth Corps (Disadvantaged)
Hampshire Correctional Services, Northampton (Corrections)
Perkins School for the Blind (Physically Handicapped)
Concord MCI (Corrections)
Norfolk MCI (Corrections)
Plymouth County House of Correction (Corrections)
Lynn Economic Opportunity Council (Disadvantaged & Handicapped)
Brighton High School
New England Farm Workers' Council (Migrants, CETA participants)

Business Education Unit

Carver, Mass. Correctional Institution (Corrections)
Learning Center for the Deaf (Handicapped)
Templeton Farm Colony (Adult Retarded)
Protestant Youth Center, Baldwinville (Socially Disadvantaged)
Division of Employment Security, Lawrence (Welfare mothers)
Vocational Service Center, Hyannis (Mentally & Physically Handicapped)
Worcester County House of Correction (Corrections)
Hampshire Community Action, Northampton (Economically Disadvantaged)
South Boston High School
New England Farm Workers' Council (Migrants, CETA participants)

Distributive Education Unit

Salem Vocational High School, Project PACE (Special Education Class)
Hampshire Correction Service, Northampton (Corrections)
Templeton Farm Colony (Adult Retarded)
North Shore Community Action Program (Spanish-speaking Disadvantaged)
Framingham School for the Deaf (Physically Handicapped)
Action for Boston Community Development (Spanish-speaking Disadvantaged)
Fall River Model Cities (Disadvantaged)
East Boston High School (Special Needs & Disadvantaged)
Bridgewater MCI (Corrections)

Summary of Agencies Served (Continued)

Vocational Evaluation & Reading Diagnosis Unit

Norfolk MCI (Corrections)
Roxbury Tracking Program - YMCA & Boy's Club (Disadvantaged)
Adult Activity Center, Pittsfield (Handicapped)
Pittsfield Goodwill (Mentally Retarded)
New Bedford Mental Health (Emotionally Disturbed, Mentally Retarded)
Framingham School for the Deaf (Physically Handicapped)
Massachusetts Hospital School, Canton (Mentally Retarded)
Sunshine Village, Chicopee (Mentally Retarded
Billerica House of Correction (Corrections)
Action for Boston Community Development (Disadvantaged)
Neighborhood Youth Corps, Dorchester (Disadvantaged)
Norfolk MCI (Corrections)
Tobin School, Cambridge (Mentally Retarded and Disadvantaged)
Medfield State Hospital (Emotionally Disturbed)
South Middlesex Opportunity Council (Spanish-speaking Disadvantaged)
Springfield Goodwill Industries (Mentally & Physically Handicapped, Learning Disabled, Emotionally Disturbed)
Springfield-Hampshire District Regional Skills Center (Disadvantaged)
Grover Cleveland Middle School, Dorchester (2 visits)
Education Collaborative of Greater Boston (EDCO) (Disadvantaged)
Newton High School (Mentally Retarded)
Division of Employment Security WIN Program, Boston (Disadvantaged)
Hyde Park High School
Office of Manpower Affairs, Yarmouth Subgrantee (Disadvantaged)

FIGURE 1

REVISED SCHEDULE FOR FY'75

Vocational Evaluation and Reading Diagnosis	Sept. 2 - Sept. 30 So. Middlesex Opportunity Council Framingham Disadvantaged	Sept. 30 - Oct. 31 Springfield Goodwill Springfield Mentally & Physically Hand.	Oct. 31 - Nov. 29 Springfield-Hampshire Dist. Reg. Skill Center Springfield Disadvantaged	Dec. 9 - Dec. 20 Grover Cleveland Middle School Dorchester Boston Sch. System	Jan. 6 - Jan. 30 Project EDCO Lexington Disadvantaged
	Jan. 31 - Feb. 27 DES WIN Team Boston Disadvantaged	Mar. 3 - Mar. 29 Grover Cleveland Middle School Dorchester Boston Sch. System	Mar. 29 → June 10 Hyde Park High School Boston School System		
Small Engine Repair	Sept. 2 - Nov. 8 Plymouth County House of Correction Plymouth Corrections	Nov. 8 - Jan. 31 Lynn Economic Opportunity Lynn Disadvantaged	Feb. 7 → June 11 Brighton High School Boston School System		
Distributive Education	Sept. 2 - Nov. 22 Model Cities Service Center, Inc. Fall River Disadvantaged	Nov. 22 - Jan. 3 Inactive	Jan. 6 - Apr. 5 East Boston High School East Boston Boston School System	Apr. 12 - June 17 Bridgewater MCI Bridgewater Corrections	
Business Education	Sept. 9 - Dec. 6 Worcester County House of Correction West Boylston Corrections	Dec. 6 - Feb. 28 Hampshire Community Action Program Northampton Disadvantaged	Mar. 12 → June 10 South Boston High School Boston School System		

FIGURE 2

ORGANIZATIONAL CHART

June 30, 1975

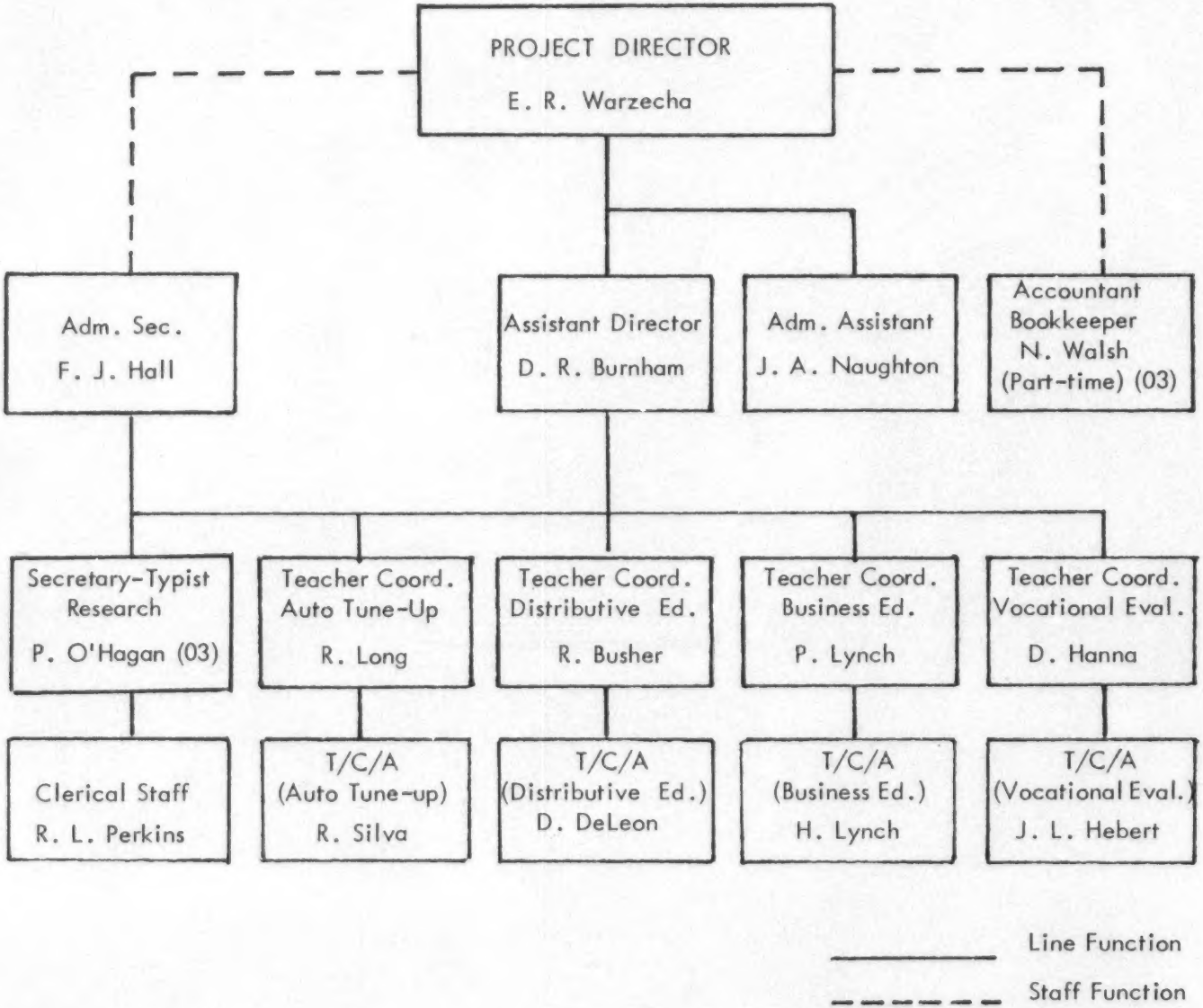
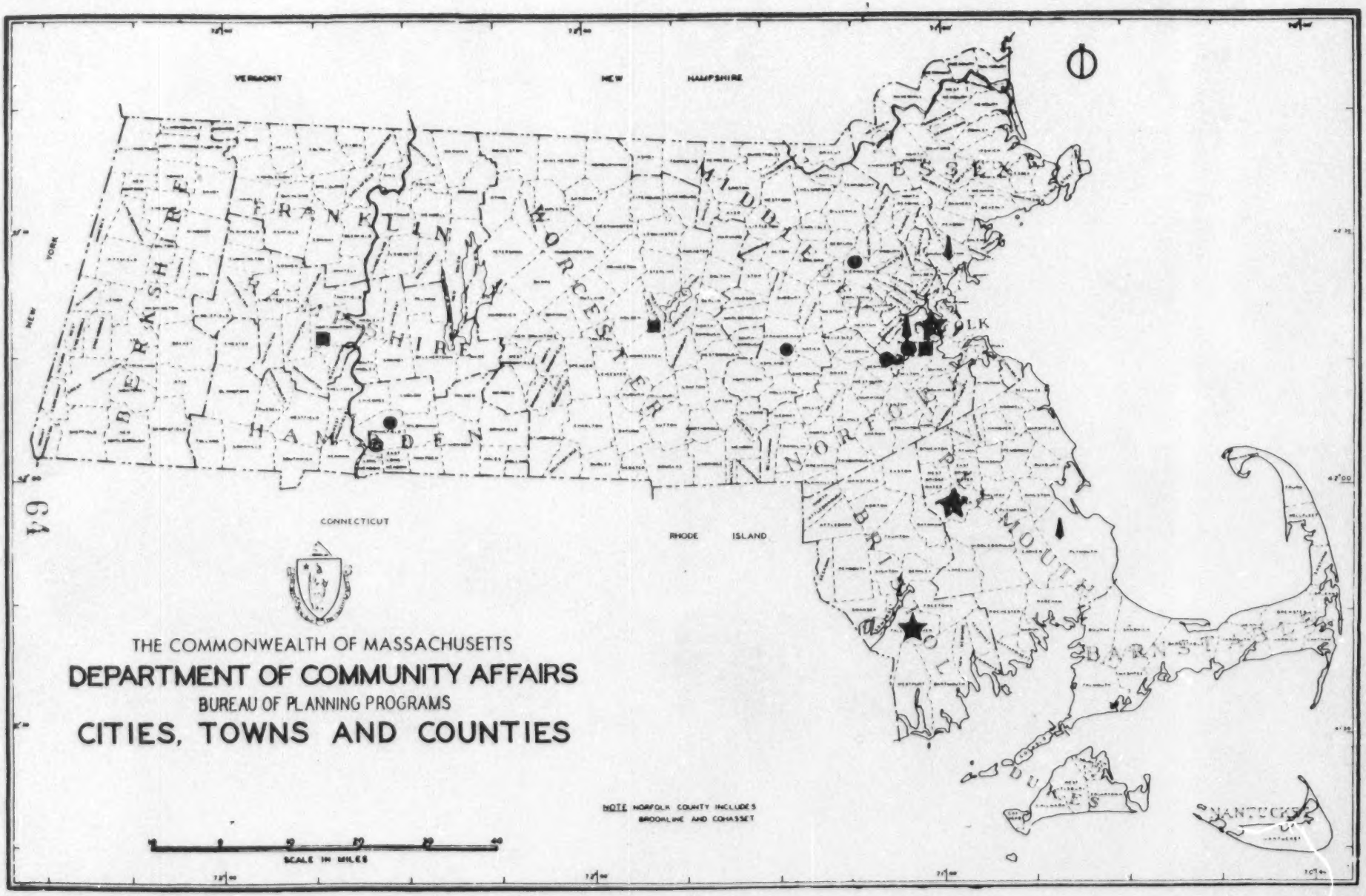


FIGURE 3


VERMONT
NEW HAMPSHIRE
BERKSHIRE
FRANKLIN
HAMPDEN
HAMPSHIRE
WORCESTER
MIDDLESEX
ESSEX
NORFOLK
PLYMOUTH
BARNSTABLE
DUKES
NANTUCKET
CONNECTICUT
RHODE ISLAND
NOTE NORFOLK COUNTY INCLUDES BROOKLINE AND COHASSET
SCALE IN MILES
THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF COMMUNITY AFFAIRS
BUREAU OF PLANNING PROGRAMS
CITIES, TOWNS AND COUNTIES
Small Engine Repair
Vocational Evaluation
UNIT LOCATIONS
Business
Distributive